

Scholastic Review Team Visit – Correlates & Indicators

Focus Area	Correlate and Indicator	Description
Curriculum	1.1a There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable.	<ul style="list-style-type: none"> • The implemented curriculum is directly based on and fully aligned with Montana’s standards documents and defines what all students should know and be able to do in all content areas. • The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning. • The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive reinforcing the integrity of cultural knowledge that students bring. • The implemented and fully aligned curriculum demonstrates the connections within and between different content areas.
Curriculum	DA (District Accountability) 1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living, constantly adapting system).	<ul style="list-style-type: none"> • The district systematically initiates and facilitates sustained discussion in content areas (vertical and horizontal articulation) to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools and boards to ensure full implementation and guarantee cultural responsiveness. • The school initiates and continues internal discussion among all teachers to ensure horizontal articulation and cultural knowledge. • The school initiates and continues discussion with feeder/receiver schools to ensure vertical articulation and cultural responsiveness.
Curriculum	DA 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.	<ul style="list-style-type: none"> • The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy.
Assessment	2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Montana’s Content and Performance Standards.	<ul style="list-style-type: none"> • All assessments are aligned with Montana’s Content and Performance Standards. • The school board has policy and school leadership implements procedures to ensure that classroom assessments are frequent, through a variety of means; and consistently used to ensure continuous student progress. • Teacher-designed assessment tasks are intentionally standards-based, rigorous and authentic requiring students to use inquiry, problem- solving and higher-order critical thinking skills at a proficient level.

Assessment	<p>2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning instructional purposes.</p>	<ul style="list-style-type: none"> • There are multiple opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. • Multiple forms of classroom assessments are analyzed to determine necessary instructional modifications (e.g., resources, timeframes for learning, lesson plans, and units of study) that will ensure student learning at the proficient level. • Students and families receive feedback that is relevant, regular and applicable from teachers. Students are encouraged to use the feedback to continuously strengthen future performances.
Assessment	<p>2.1h Samples of student work are analyzed to inform instruction, revise curriculum and obtain information on student progress.</p>	<ul style="list-style-type: none"> • Teachers have received training in and regularly analyze student work across all content areas and grade levels. • Student work is regularly analyzed by teachers and students using performance level descriptions. The results of this analysis consistently inform teaching and learning. • Teachers collaborate within content areas and/or grade levels to analyze student work to revise instruction, curriculum and assessment. • Teachers use student profiles and/or portfolios in all content areas as a way to measure student growth over time, and implement individual learning plans.
Instruction	<p>3.1a There is evidence that effective and varied instructional practices are used in all classrooms.</p>	<ul style="list-style-type: none"> • The school board has adopted policy and school leadership implements procedures to ensure effective and varied and culturally responsive instructional practices in the classroom. • Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, modeling and hands-on activities) that current research indicates a high likelihood of effectiveness. • Classroom instruction routinely accommodates various learning styles, multiple intelligences and brain research. • Classroom activities require all students to use higher-order thinking and problem- solving skills and at the same time guiding the students in learning skills (e.g., emphasize how to learn). Learning is contextualized and made meaningful and connected to student's lives. • Content area and interdisciplinary connections are intentionally planned, implemented and observed in classroom instruction. • Courses, units of study and lessons are standards-based and culturally responsive, requiring students to focus on guiding and essential questions. • School provides tutoring for students having difficulty meeting the standards.

Instruction	3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.	<ul style="list-style-type: none"> • School leadership intentionally recruits and retains a diverse staff of highly qualified personnel certified to teach in their assigned areas and/or grade levels. • All teachers are appropriately certified. • All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.
Instruction	3.1f Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum.	<ul style="list-style-type: none"> • A variety of current electronic and printed instructional resources (e.g., digitized textbooks, voice to text) supplements instruction and learning in classrooms. • Instructional resources are sufficient in all content areas to support the school's implemented curriculum (e.g., manipulative and necessary equipment). • The school's collection of instructional resources is routinely reviewed and items are replaced as necessary. Instructional resources are thoroughly evaluated for cultural bias and historical accuracy before purchase.
School Culture	DA 4.1a There is leadership support for a safe, orderly, culturally sensitive and equitable learning environment (e.g., culture reviews/school opinion surveys).	<ul style="list-style-type: none"> • The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly, culturally sensitive, and equitable learning environment reflecting tribal culture, when appropriate, in an attractive suitable manner. • The school board adopts a classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly, culturally sensitive, and equitable learning environment grounded in tribal values when applicable. • School leadership establishes policies and implements operational procedures to minimize disruptions to instruction. • Academic and behavior standards are well defined, clearly communicated to students and equitably applied throughout the learning environment. • Learning environment data are regularly collected through various means (e.g., culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly, culturally sensitive, and equitable learning environment. • The school has a written wellness policy, prevention curriculum (e.g., alcohol, tobacco, and drugs), substance abuse policy, and a collaborative relationship with community prevention wellness programs. • The school counseling program provides preventative and crisis counseling and brings the staff and community members together in developing cultural instructions.

Collegiate Leadership Teams	4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.	<ul style="list-style-type: none"> • All staff members are knowledgeable of and make decisions guided by the school's mission and belief statements. • Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning. • Non-teaching staff members establish a professional learning community with teaching staff members to resolve challenges in their areas of responsibility (e.g., scheduling of routine maintenance/housekeeping to avoid disruption to instruction, maintaining "learning" bulletin boards in the cafeteria) to contribute to a positive learning environment for students.
Instruction	4.1e Teachers recognize and accept their professional role in student success and failure.	<ul style="list-style-type: none"> • School board policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically revise instructional practice based on student performance. • Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed. • Teachers provide students with opportunities to evaluate the instructional performance of the teachers and use the feedback to improve their classroom practice as needed. • Teachers participate in community events in appropriate and supportive ways.
Use of Resources	4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.	<ul style="list-style-type: none"> • Students have equitable access to all classes regardless of cultural background, physical abilities, socio- economic status and intellectual abilities. • Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students. • The school board has adopted policy and school leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students. • The school board has adopted policy and school leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning.

Effective Communication Parent/community Involvement	4.1g Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).	<ul style="list-style-type: none"> • The school board has adopted policy and school leadership has implemented procedures guiding interactive school/home communication about student progress. • Student progress reports (e.g., paper or electronic copy, e-mail) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. • Teachers regularly contact families (e.g., home visits, telephone calls, e-mail) to discuss student progress. • Teachers involve students (e.g., student- led conferences, journals) in reporting student progress to families.
Parent/community Involvement	DA 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.	<ul style="list-style-type: none"> • The school has published and implemented a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders informing them of school programs, activities, and school reform efforts and to seek support. • School staff members use a variety of technological resources (e.g., voice mail, web page, cable access channels) and communication strategies to provide interactive communication with stakeholders.
Parent/community Involvement	DA 5.1a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students, based on high expectations and Montana Content and Performance Standards.	<ul style="list-style-type: none"> • The school board has adopted a committee policy and school leadership implements procedures that enable active, effective recruitment of parents, community members and minority representatives to serve on school board committees or participate in decision making through informal means. • Families and the community are involved in significant ways (e.g., homework, reviewing student work, parent/community volunteer activities and committee/business partnerships) to remove barriers to learning for all students. • Interactive communication between home and school is meaningful and regular. • Programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night and scrimmage night) that promote interaction between teachers and families are developed, implemented and evaluated for effectiveness. • Parents, cultural leaders and family members are welcome in the school and their assistance (e.g., volunteer committees, parent resource room, school board and committees) is sought. • School and district staff members collaborate with family members, cultural leaders and community partners to provide programs, services and resources (e.g., service learning projects) that create, implement, maximize and sustain learning opportunities for all students.

Instruction	<p>5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.</p>	<ul style="list-style-type: none"> • Opportunities to receive assistance beyond initial classroom instruction are provided. • Student support programs are effectively used to support student achievement. • Classroom teachers collaborate with Support Program teachers to meet student needs and to close achievement gaps across subpopulations. • Support programs and services (e.g., Title I, exceptional children services) are evaluated, modified and/or expanded to meet the needs of students. • There is collaboration and coordination among support programs and services (e.g., Family Resource/Youth Service Centers, Title I and school counseling programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement. • Co-curricular programs support student learning and all students have equitable access to the programs. • The school and community partners collaborate to provide all students with opportunities for service learning.
Professional Development/Evaluation	<p>DA 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.</p>	<ul style="list-style-type: none"> • The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time. • Professional development opportunities are offered that support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all staff members and other appropriate stakeholders. • The learning community encourages and provides support to all staff members and stakeholders to be life-long learners.
Professional Development/Evaluation	<p>DA 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.</p>	<ul style="list-style-type: none"> • A formal process (e.g., annual survey, needs assessment, development of individual growth plans, implementation and impact checks) is used to determine priorities for school professional development. • Professional development is of high quality, focused on enhanced professional practice and aligned with academic expectations and student learning goals. • Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.

Professional Development/Evaluation	DA 6.2a The school/district provides a clearly defined evaluation process.	<ul style="list-style-type: none"> • The school board has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements. • The evaluation of certified personnel is focused on the student learning goals of the 5YCEP and the individual growth plans of staff members. • Each certified staff member participates in a meeting in which the evaluation process is explained and discussed.
Collegiate Leadership Teams	DA 7.1a Leadership has developed and sustained a shared vision.	<ul style="list-style-type: none"> • School leadership involves representatives of the school community's stakeholder role groups in a collaborative process to develop the school's vision and the mission and belief statements. Representatives include parents, teachers, business, community and tribal leaders. • School leadership communicates the mission and belief statements to all stakeholders of the school community. • School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making. • School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs. • School leadership provides updates to all stakeholders on the progress toward accomplishing the mission.
Instruction	7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.	<ul style="list-style-type: none"> • School leadership, in collaboration with the school board and staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.
Instruction	DA 7.1c There is evidence that the school/district school improvement team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.	<ul style="list-style-type: none"> • Analysis of disaggregated data is an integral part of the school's improvement planning process and is used regularly to identify goals and needs. • School leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) to inform decision-making to meet the needs of the school's diverse population. • The school board reviews the disaggregated data and determines targets and timelines for reducing gaps.

Continuous Improvement Process	<p>7.1h District and school leadership provides a process for the development and the implementation of continuous school improvement.</p>	<ul style="list-style-type: none"> • The board chair has led the board in the development and implementation of policies in all areas required by ARM. • School board policies are regularly reviewed and revised as necessary to address anticipated needs. The policies are distributed to all staff members and parents and are available to the public. Roles and responsibilities of administration, staff, school board are well defined. • School leadership and staff members have a working knowledge of all existing school board policies and provide feedback to the board concerning the impact of the policies on teaching and learning. There is a supportive, respectful, positive relationship between the school board, staff and administration.
Collegiate Leadership Teams	<p>7.1j There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment, efficiency and a safe culturally responsive environment.</p>	<ul style="list-style-type: none"> • The principal consistently implements all school board policy as required by law. • The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance. • The principal demonstrates knowledge of Montana's standards-based curriculum documents and provides assistance to staff members with their use by regularly focusing faculty meetings on improving student academic performance. • The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice. • The principal leads and collaborates with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students. • The principal provides organizational direction, develops distributed leadership capacity and maximizes the use of resources in order to support high student and staff performances.
Use of Resources	<p>8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance and provide extended learning time and culturally relevant learning activities.</p>	<ul style="list-style-type: none"> • Representatives of multiple stakeholder groups, cultural leaders and staff members participate in the development of resource management policies, school reform and school policies related to needs and outcomes. Procedures are clearly communicated, fully implemented, regularly reviewed and modified as needed. • Representatives of multiple stakeholder groups and staff members collaborate to advise the school board/district leadership in the development of a budget that allocates fiscal resources according to the identified needs of the school. • Standing committees (e.g., textbook, technology, budget) to address the allocation of resources are appointed and are fully functional.

Use of Resources	<p>DA 8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.</p>	<ul style="list-style-type: none"> • The school board has adopted a clearly defined budget policy and school leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students. • School leadership supports staff members in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations. • The school's financial records are published in a form that is understandable by school staff members and regularly provided at school board meetings. • Teachers have equitable access to fiscal resources to meet the identified needs of their students and are expected to participate in fiscal decision-making.
Use of Resources	<p>DA 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc) to address student needs identified by the school/district.</p>	<ul style="list-style-type: none"> • All categorical funds are allocated to support identified student needs. • The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs. • Revenue from multiple sources is consistently integrated to maximize student achievement.
<p>Collegiate Leadership Teams</p> <p>Continuous Improvement Process</p>	<p>DA 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.</p>	<ul style="list-style-type: none"> • Representatives of stakeholder groups and cultural leaders reflecting the diversity of the school's learning community collaborate to draft and finalize the school's vision, mission, beliefs and goal statements. • Drafts of mission and vision statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption. • School and community share a common understanding of the words and phrases, in the mission/purpose; the mission is clear (e.g., expected student outcomes including knowledge, skills, values and attitudes). • School's mission and vision statements are prominently displayed throughout the school and regularly publicized.
Continuous Improvement Process	<p>DA 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.</p>	<ul style="list-style-type: none"> • There is a systematic process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation and that informs decision-making at the school and classroom levels. • School profile data reflect the school's overall performance and are disaggregated and analyzed by appropriate subgroups (e.g., gender, race/ethnic group, economic level). • The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing schools. • A data management system is in place that allows ready access to the school's longitudinal profile data for revision and analysis over time.

Continuous Improvement Process	DA 9.2b The school/district uses data for school improvement planning.	<ul style="list-style-type: none"> • The collected data are used to identify and prioritize areas of need for the 5YCEP. Student achievement data are a significant part of the data used to identify and prioritize needs. • The analysis of the data contained in the school's profile guides the school improvement planning process and is reflected in the objectives of the plan.
Continuous Improvement Process	DA 9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.	<ul style="list-style-type: none"> • The action components of the 5YCEP include an intentional focus on closing achievement gaps with specific focus on Indian student populations when applicable among subgroups. • The goals, objectives and activities of the 5YCEP are all in alignment. • Activities in the 5YCEP are grounded in research and are sufficient to achieve the objectives.
Continuous Improvement Process	DA 9.5b The plan identifies the resources, timelines and persons responsible for carrying out each activity.	<ul style="list-style-type: none"> • The timelines established for the action components in the 5YCEP are realistic and designed to have maximum impact on student performance. • Adequate resources are identified for all activities in the 5YCEP. All funding sources are integrated in the budget to support the plan. • The 5YCEP identifies those persons responsible for implementation of the action components, and this responsibility is shared among staff members.
Continuous Improvement Process	DA 9.5c The means for evaluating the effectiveness of the improvement plan are established.	<ul style="list-style-type: none"> • School leadership systematically conducts implementation and impact checks to monitor the effectiveness of the activities of the 5YCEP over time. • School leadership analyzes the data collected through implementation and impact checks and makes appropriate modifications to the 5YCEP.
Continuous Improvement Process	DA 9.6a The plan is implemented as developed.	<ul style="list-style-type: none"> • School leadership provides ongoing direction, support and resources for effective implementation of the 5YCEP. • Staff members know the goals of the 5YCEP and implement the plan as developed.
Continuous Improvement Process	DA 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.	<ul style="list-style-type: none"> • School leadership collects and analyzes data in the areas targeted by the 5YCEP and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved.
Continuous Improvement Process	DA 9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.	<ul style="list-style-type: none"> • School leadership collects and analyzes data in the areas targeted by the 5YCEP, and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved.

Continuous Improvement Process	DA 9.6d There is evidence of attempts to sustain the commitment to continuous improvement.	<ul style="list-style-type: none"> • School leadership implements a systematic and ongoing process to conduct a comprehensive analysis of the school's progress in achieving the goals of the 5YCEP. Feedback is collected from stakeholders and modifications to the plan are made as necessary. • School leadership regularly provides school improvement reports to the school board. Accomplishments are formally recognized and celebrated. • New or emerging objectives for improving student performance are identified. Activities are selected and implemented to address these objectives.
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